


	<b>Unit and Lesson Planning</b>
	<ul style="list-style-type: none"> <li>■ The effective teacher is a <u>conscious decision maker</u>. <ul style="list-style-type: none"> <li>– gives careful thought to what occurs in his/her classroom.</li> <li>– knows reasons for doing certain activities.</li> <li>– utilizes a variety of ways of teaching children.</li> </ul> </li> </ul> 

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	<b>Lesson Planning</b>
	<ul style="list-style-type: none"> <li>■ A lesson plan is a lesson for a single class period.</li> <li>■ It is a plan for a meaningful session of instruction (20-90 minutes).</li> <li>■ Estimated time: the length of ONE class period.</li> </ul> 

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	<b>Three-Stage Model of Teaching</b>
	<ul style="list-style-type: none"> <li>■ Planning <ul style="list-style-type: none"> <li>– Subject and Grade Level</li> <li>–Unit &amp; lesson titles</li> <li>–Estimated Time</li> <li>–Standard/s</li> <li>–Learning Goal/Target/ Objective</li> <li>–Essential/Guiding Questions</li> </ul> </li> <li>■ Implementing <ul style="list-style-type: none"> <li>–Content (including key vocabulary)</li> <li>–Procedures</li> <li>–Materials and References</li> </ul> </li> <li>■ Evaluation <ul style="list-style-type: none"> <li>–Evaluation</li> </ul> </li> </ul> 

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	<b>Stage One: Planning</b>
	<ul style="list-style-type: none"> <li>■ Unit Component: <ul style="list-style-type: none"> <li>- Constantly be aware of the relationship of the individual lesson plans to the larger content of the unit.</li> <li>- Identify the unit at the top of the lesson plan.</li> <li>- The title of the individual lesson is a subcategory of the unit title.</li> </ul> </li> </ul> 

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	<b>What is a unit?</b>
	<ul style="list-style-type: none"> <li>■ A unit is a unified theme around which a sequence of lesson plans is centered.</li> <li>■ A unit can last anywhere from a few days to several weeks.</li> <li>■ At the secondary/postsecondary level, a unit tends to be a unit or a chapter in a textbook.</li> <li>■ At the elementary level, a unit tends to be a particular theme. For example, "bears."</li> </ul> 

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	<b>A unit versus an individual lesson</b>
	<ul style="list-style-type: none"> <li>■ A unit theme might be "The Solar System."</li> </ul>  <ul style="list-style-type: none"> <li>■ An individual lesson might be on the earth. The lesson title is a subcategory of the unit title.</li> </ul> 

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	<b>Next Generation Sunshine State Standards (NGSSS)</b>
	<ul style="list-style-type: none"> <li>■ The Next Generation Sunshine State Standards are <u>state</u> mandates (laws) that specify what should be taught at which grade level for each content area in grades K-12.</li> <li>■ The Next Generation Sunshine State Standards can be accessed at: <ul style="list-style-type: none"> <li>– <a href="http://www.cpalms.org">http://www.cpalms.org</a></li> </ul> </li> </ul>

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	<b>Common Core State Standards (CCSS)</b>
	<ul style="list-style-type: none"> <li>■ The Common Core State Standards constitute <u>national</u> standards specifying what students should be able to do at developmental levels in particular content areas.</li> <li>■ They stress rigor in literacy and problem solving skills.</li> <li>■ Forty-five states, the District of Columbia, and four territories have adopted the Common Core State Standards.</li> <li>■ They are to be fully implemented in Florida public schools by Fall 2014.</li> </ul>

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	<b>Common Core State Standards</b>
	<ul style="list-style-type: none"> <li>■ English Language Arts Standards</li> <li>■ Mathematics Standards</li> <li>■ Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects</li> <li>■ For additional information on the Common Core, go to: <a href="http://www.corestandards.org/the-standards/download-the-standards">http://www.corestandards.org/the-standards/download-the-standards</a></li> <li>■ The CCSS can also be found at: <a href="http://www.cpalms.org">http://www.cpalms.org</a></li> </ul>

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	<b>Next Generation Sunshine State Standards Examples of Benchmarks</b>
	<ul style="list-style-type: none"> <li>■ SC.912.P.10.16: Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.</li> <li>■ PE.912.L.2.2: Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.</li> <li>■ WL.K12.NM.1.6: Follow short, simple directions.</li> <li>■ SS.912.A.2.1: Review causes and consequences of the Civil War.</li> </ul>

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	<b>Examples of Core Curriculum Standards</b>
	<ul style="list-style-type: none"> <li>■ MACC.912.A-CED.1.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</li> <li>■ LACC.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> </ul>

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	<b>Designing Lessons to Address the Standards</b>
	 <ul style="list-style-type: none"> <li>■ Peruse the CPALMS website, looking over standards for your content area and grade level. Select at least one standard you might want to address.</li> <li>■ Suggestion: Microteach I will be a direct teach in which you will be explaining, describing, and/or demonstrating how to do something. You, the teacher, will be doing most of the talking. Thus, select a standard that you might be able to address via a direct teach.</li> </ul>

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	<h3>Designing Lessons to Address the Standards (continued)</h3>
	<ul style="list-style-type: none"> <li>■ Example: SC.912.E.5.10: Describe and apply the coordinate system used to locate objects in the sky.</li> <li>■ If you selected the above benchmark, your direct teach would involve you lecturing about the coordinate system used to locate objects in the sky. You would also explain how to use it.</li> <li>■ You would then develop activities later on in the lesson that would give the students a chance to become even more familiar with the above content so that they could then "describe and apply the coordinate system used to locate objects in the sky," thus satisfying the standard above.</li> </ul>

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	<h3>Standards from Other Content Areas</h3>
	<ul style="list-style-type: none"> <li>■ If you bring in material from another content area, you can include a standard from another content area. When you bring in other content areas into your lesson, you are engaging in interdisciplinary planning. <ul style="list-style-type: none"> <li>– For example, if you teach your students a rap song to remember a mathematical concept, you are bringing music into your lesson.</li> </ul> </li> </ul>




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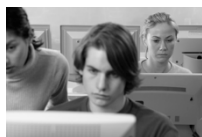
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	<h3>Learning Goal/Target/Objective</h3>
	<ul style="list-style-type: none"> <li>■ Learning Goal/Target/Objective – What should students know and be able to do as a result of this lesson?</li> <li>■ Goal/Objective/Target Format: <ul style="list-style-type: none"> <li>– Learner</li> <li>– Observable student behavior</li> <li>– Criterion/Criteria</li> </ul> </li> </ul>




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	<b>Essential/Guiding Questions</b>
<ul style="list-style-type: none"> <li>■ Essential/Guiding Question(s): Higher-order thinking level in student-friendly language.</li> <li>■ In the classroom, essential or guiding questions are used to stimulate students' discussions and promote a deeper understanding of the content.</li> <li>■ They do not have to be answered within one lesson, but can be overarching questions over several lessons.</li> </ul>	

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	<b>Stage Two: Implementing</b>
<ul style="list-style-type: none"> <li>■ Content Component <ul style="list-style-type: none"> <li>- What material do you intend to teach?</li> <li>- Should answer the question, "<u>WHAT</u> are you teaching?"</li> <li>- Use a lecture outline for a direct teach.</li> <li>- You can use a checklist of the material to be taught arranged in the order in which you will teach it.</li> <li>- Key vocabulary should be included in this section.</li> <li>- The content component should NOT be an abbreviated version of the procedures section.</li> </ul> </li> </ul>	

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	<b>Procedures</b>
<ul style="list-style-type: none"> <li>■ In the procedures section, you state how you intend to teach the content.</li> <li>■ This section answers the question, "<u>HOW</u> are you teaching the lesson?"</li> <li>■ This is typically the longest section of the lesson plan.</li> <li>■ This section should be written in enough detail and with sufficient clarity that a substitute teacher could easily follow the directions.</li> <li>■ You are basically writing directions or instructions to yourself concerning how to present the lesson.</li> </ul>	

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	<b>Procedures: Anticipatory Set/Activate Prior Knowledge/Hook</b>
	<ul style="list-style-type: none"> <li>■ What prior knowledge should students have for this lesson? How will you gain their attention?</li> <li>■ The anticipatory set is anything the teacher says and/or does at the beginning of the lesson to capture the interest of the students.</li> <li>■ The set is related to the <u>students'</u> interests (which aren't necessarily yours) and the content of the lesson.</li> </ul> <p><i>Getting ready to teach my students about bullfighting</i></p> 

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	<b>Procedures: Providing Input</b>
	<ul style="list-style-type: none"> <li>■ Teaching the actual concept/content of the lesson.</li> <li>■ This stage includes the teaching of key vocabulary.</li> </ul> 

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	<b>Procedures: Modeling</b>
	<ul style="list-style-type: none"> <li>■ As you teach, you should constantly engage in modeling.</li> <li>■ Modeling: Modeling is showing, explaining, and/or demonstrating to students how to do something <u>that they will then be expected to do</u>.</li> <li>■ It also involves giving examples of what you expect the students to do, to produce, etc.</li> <li>■ YOU, not the students, do the modeling.</li> </ul> 

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	<b>Procedures: Check for Understanding</b>
	<ul style="list-style-type: none"> <li>■ This involves whatever you do to determine students' comprehension of what has been taught thus far.</li> <li>■ This can and should be done many times throughout the lesson.</li> <li>■ You can check for understanding by asking the students questions, having them summarize the material, having them do cognitive processing strategies, having them do activities in which they are applying the concept, having them rate themselves via SCALES, etc.</li> </ul>

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	<b>Procedures: Guided Practice</b>
	<ul style="list-style-type: none"> <li>■ Guided Practice is when the students are completing activities with the assistance and/or guidance of the teacher and/or peers.</li> <li>■ Students are typically in pairs or groups when engaging in guided practice.</li> </ul>




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	<b>Procedures: Guided Practice</b>
	<ul style="list-style-type: none"> <li>■ Students are usually working in pairs or in groups.</li> <li>■ They are working together with or without the teacher's assistance.</li> <li>■ Or the teacher can be guiding the entire class along in the completion of some exercise/activity.</li> <li>■ The students are NOT working alone at this point.</li> </ul>




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	<p style="text-align: center;"><b>Procedures: Independent Practice</b></p>
	<ul style="list-style-type: none"> <li>■ Independent practice is any activity/assignment that gives the student the opportunity to demonstrate that he/she can perform the desired behavior by himself/herself.</li> <li>■ Independent practice can be an in-class activity or a homework assignment.</li> </ul> 

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	<p style="text-align: center;"><b>Procedures: Closure</b></p>
	<ul style="list-style-type: none"> <li>■ Closure is how you end the lesson. How will you assist your students in organizing the knowledge gained in the lesson?</li> <li>■ It is helpful to end your lesson with some type of review of the content taught within the lesson.</li> <li>■ Examples of closure activities: <ul style="list-style-type: none"> <li>- Q &amp; A session</li> <li>- Exit slip</li> <li>- Cognitive processing activity</li> <li>- Game</li> <li>- Any activity that serves to review the material taught.</li> </ul> </li> </ul>

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	<p style="text-align: center;"><b>Materials</b></p>
	<ul style="list-style-type: none"> <li>■ All materials and equipment needed to teach the lesson: <ul style="list-style-type: none"> <li>- Digital camera</li> <li>- DVD</li> <li>- Printed materials</li> <li>- Computers</li> <li>- Textbook</li> <li>- Community resources</li> <li>- Projector and screen</li> <li>- Interactive White Board, etc.....</li> </ul> </li> </ul>  

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	<b>Resources/References</b>
	<ul style="list-style-type: none"> <li>■ Sources used in the <u>planning</u> of the lesson: <ul style="list-style-type: none"> <li>– Books, reference books, etc.</li> <li>– Internet sites</li> </ul> </li> </ul> <p>An example of such a site might be:</p> <p>Cool lesson plans for teachers at  <a href="http://www.lessonplanet.com">www.lessonplanet.com</a></p>

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	<b>Stage Three: Evaluation</b>
	<ul style="list-style-type: none"> <li>■ Evaluation <ul style="list-style-type: none"> <li>– The students' attainment of the lesson objectives must be assessed.</li> <li>– The assessment must be stated in measurable terms.</li> <li>– The assessment must match the Learning Objective.</li> <li>– Evaluation does not always have to involve paper and pencil testing.</li> <li>– The way you evaluate should reflect the way you teach!</li> </ul> </li> </ul>

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	<b>Microteach I</b>
	<ul style="list-style-type: none"> <li>■ Fifteen-minute lesson to one-fourth of the class as your students.</li> <li>■ The lesson is to be a direct teach in which you are explaining and/or demonstrating how to do something.</li> <li>■ You should be doing most of the talking.</li> <li>■ You will also have to include some terms that you will be teaching.</li> <li>■ <u>Challenge</u>: Write a SCALE for your lesson.</li> </ul>

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	<b>Examples of Topics for Microteach I</b>
	<ul style="list-style-type: none"> <li>■ Order of operations</li> <li>■ Mitosis or meiosis</li> <li>■ Primary and secondary colors</li> <li>■ Parts of an essay</li> <li>■ The steps of the scientific method</li> <li>■ Major battles of the Civil War</li> <li>■ MyPlate</li> <li>■ Life cycle of something</li> </ul>

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